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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **SHARING THE PLANET: MATHS: Patterns** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  Diagnostic **Formative** Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  **Open-ended Task**  Other | | **Tools**  Rubric  Exemplars  **Checklist**  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Extends patterns both sides (Position and Sounds) | | | | | | **Skills: Observation** – making patterns | | | | | |
| **Materials: Sticks, Instruments, Math Notebooks, plastic shapes, pictures** | | | | | | **Grouping**  Individual  Pairs  Small group  **Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  Parallel  Stations |
| **Date: Week 31**  **April 16 to …** | | | **Time:** 45 min | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Discuss the meaning of the word 'pattern' in maths. Explain that the word 'sequence' means the same thing as 'pattern'. Demonstrate 'sequence' on the board using different sequences of pictures. | | | | | | | | | | | |
| **Main Activity:** Show some sticks to the children and ask themif we can make a pattern with that material**.** Let the children dowhat they think. After the children have identified a pattern, ask them to check that it works. Make a sequence of sticks with different positions and ask the children to predict the position of the next stick.   1. Every child will do his/her own pattern extends it to both sides, then they have to draw in their notebooks. 2. Next activity they will make patterns with their body, doing different positions (pictures). 3. Children will listen different instruments and they have to create a pattern and continue the sequence. How do the children know what the next sound will be? 4. This applies to number patterns too. (By 2s, 5s and 10s, to the right)   **Closing:** The summative assessmente for this hability is the children can choose the material to make their own pattern and extende it both sides. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |